

## SUMMARY STYLE SHEET

Mexico City  
 Ocala National Forest  
 Twenty-ninth Street  
 Houghton Lake  
 North America  
 the Explorers' Club  
 Ford Motor Company  
 Central High School  
 Pomona College  
 the American Revolution  
 the Wrigley Building  
 the Fourth of July  
 the Senior Ball  
 the Freshman Class  
 English, French, Latin  
 History II  
 Winter's frosty breath  
 Principal Langley  
 the President (U.S.)  
 Governor Grasso  
 God made His will known.  
 the South  
  
 Don't tell Mother (or  
 mother),  
 Uncle Bill  
 Ivory soap  
 a Presbyterian, a Swede  
*The Last of the Mohicans*  
 the Reader's Digest

a city in Mexico  
 our national forests  
 across the street  
 a shallow lake  
 northern Wisconsin  
 a club for explorers  
 an automobile company  
 a new high school  
 four years in college  
 a successful revolution  
 a Chicago building  
 the fifth of July  
 a ball given by seniors  
 freshman classes  
 social studies, physics, art  
 a course in world history  
 spring, summer, winter, fall  
 Mrs. Langley, the principal  
 the president of our club  
 a governor's duties  
 tribal gods of the Cherokees  
 a mile south (north, east,  
 west)  
 Don't tell my mother.  
  
 my uncle

## Chapter 30

## Punctuation

## End Marks and Commas

Punctuation is used to make the meaning of a sentence clear to the reader. Some marks of punctuation are used to indicate in written English the pauses and stops which the voice makes in spoken English. They indicate not only where a pause should come but also the extent of the pause; the comma standing for a slight hesitation, the period for a longer one. Other vocal inflections are conveyed by the question mark and the exclamation point.

A complete statement of the correct uses of all punctuation marks is provided in this chapter and the one that follows, together with exercises to help you fix these uses in your mind. Punctuating exercises is at best an artificial activity, however, and you must be very careful to carry over into your writing the punctuation principles you have learned. Since punctuation is so closely related to meaning, you probably should punctuate as you write, for while you are writing you continually use punctuation to group certain ideas together and to separate other ideas from each other. On the other hand, many writers prefer to concentrate first on getting their ideas onto paper; then they go back over what they have written and insert whatever punctuation is necessary to make the writing clear to others and conventionally correct. This latter process, known as proofreading, is a very important part of writing. Never consider a piece of writing finished unless you have proofread it carefully.

Using too much punctuation is just as bad as using too little. Do not overpunctuate. Use a mark of punctuation

for only two reasons: (1) because meaning demands it, or (2) because conventional usage requires it. Otherwise omit punctuation.

## END MARKS

### 30a. A statement is followed by a period.

EXAMPLE Summer vacation begins June 26.

### 30b. An abbreviation is followed by a period.<sup>1</sup>

EXAMPLES Ave. Dec.  
A.D. Dr.

### 30c. A question is followed by a question mark.

(1) Distinguish between a statement containing an indirect question and a sentence which asks a question directly.

EXAMPLES She wants to know what the assignment is. [statement containing an indirect question—followed by a period]

Do you know what the assignment is? [a direct question—followed by a question mark]

(2) Polite requests in question form (frequently used in business letters) may be followed by a period; a question mark would, of course, be perfectly correct.

EXAMPLES Will you please ship this order three weeks before Christmas.

Will you please ship this order three weeks before Christmas?

(3) A question mark should be placed inside quotation marks when the quotation is a question. Otherwise, it should be placed outside the quotation marks.

EXAMPLES Hector asked, "Have you heard from Ellen?" [The quotation is a question.]

<sup>1</sup> For fuller discussion of abbreviations see page 496.

Did you say, "Meet me at eight o'clock"? [The quotation is not a question. The whole sentence, however, is a question.]

### 30d. An exclamation is followed by an exclamation point.

EXAMPLES What a beautiful dress!  
How expensive!  
You're kidding!  
Right on!

(1) Many exclamations begin either with "What a . . ." or "How . . ." as in the first two of the preceding examples. When you begin a sentence with these words, check your end mark carefully.

(2) An interjection at the beginning of a sentence is usually followed by a comma.

CUSTOMARY Ah, there you have me!

RARE Ah! There you have me!

(3) An exclamation point should be placed inside quotation marks when the quotation is an exclamation. Otherwise, it should be placed outside the quotation marks.

EXAMPLES "What a game that was!" exclaimed Nadine as she entered the cafeteria.

How foolish of him to say in the fifth inning, "The game is won"!

### 30e. An imperative sentence may be followed by either a period or an exclamation point, depending upon the force intended.

EXAMPLES Please reply by return mail.  
Block that kick!

**EXERCISE 1.** Many periods and all exclamation and question marks have been omitted from the following passage. Copy in a column on your paper all words which you think should be followed by end marks. After each word write

the end mark required. If a new sentence should begin after the end mark, write the first word of the sentence, giving it a capital letter. Before each word write the number of the line in which it appears.

EXAMPLE 1 "What an exciting picture" exclaimed my companion as we left the theater wasn't it too bad  
2 panion as we left the theater wasn't it too bad  
3 I couldn't agree with him the picture had been . . .  
1. *picture!*  
2. *theater. Wasn't*  
3. *him? The*

1 Janet Smith, M D, Director of the Carla S Lewis clinic,  
2 stopped her car behind a truck "Whew" she sighed. "What  
3 a lot of traffic" Presently the cars at her right moved  
4 forward, but not the truck ahead although in a hurry, she  
5 accepted the fact that Sixth St at this hour was an over-  
6 crowded thoroughfare, and she decided to be patient. The  
7 taxi driver behind her, however, had a different idea he  
8 honked his horn the sound startled Dr. Smith, but what  
9 could she do anyone could see the truck was blocking her  
10 way. "How stupid some drivers are" she thought. The  
11 insistent honking continued, and Dr Smith became an-  
12 noyed when the truck moved on, she deliberately made a  
13 slow start and felt rewarded when the horn behind her broke  
14 into a deluge of noise.

15 When the light turned green at the next corner, she was  
16 about to press the accelerator when another horn, of deeper  
17 tone but just as unpleasant, broke out in the rear "All right  
18 All right" she exclaimed. "Hold your horses" When, after  
19 a number of similar incidents, she turned into her own drive,  
20 she was thoroughly sick of horns and ill-mannered drivers.

21 That evening, as Dr Smith settled down to her favorite  
22 television program, her calm was shattered again by a  
23 too familiar sound. "Good heavens" she exclaimed. "Will  
24 I never have any peace" Looking across the front lawn, she  
25 saw Hal Jordan's jalopy at the curb Hal was calling for  
26 Jimmy Smith. "Jimmy," she shouted, "come here at once"  
27 Jimmy stopped short in the second of his usual two leaps  
28 from stairway to door. "Jimmy, you tell that Hal Jordan  
29 he is never to honk that horn in front of this house again  
30 can't he walk up to the door and ask for you" Her words  
31 were drowned by Hal's obliging repetition of the two long

32 and three short blasts Jimmy escaped, leaving his mother  
33 still talking but inaudible.  
34 "Cut it out" she heard him yell "Do you love the sound  
35 of that horn"  
36 When Mr Smith came in from his work, his wife gave  
37 him an account of her experience with hornblowers "I  
38 will propose to the Governor tomorrow morning," she said,  
39 "that auto horns be made inoperable when the car is not  
40 in motion wouldn't that be a good law" Mr Smith agreed  
41 with his wife.

## THE COMMA

The comma—the most frequently used mark of punctuation—is used mainly to group words that belong together and to separate those that do not. Some other uses have little to do with meaning but are simply customary ways of punctuating sentences.

### Items in a Series

#### 30f. Use commas to separate items in a series.

EXAMPLES She was formerly on the staff of the embassies in Moscow, Berlin, Vienna, and Madrid.  
There were toys for the children, tools for Father, and books for Mother.

► **NOTE** Do not place a comma before the first item or after the last item in a series.

INCORRECT During the summer the workers had installed, a new gymnasium floor, an improved heating system, and green chalkboards, in the high school building.

CORRECT During the summer the workers had installed a new gymnasium floor, an improved heating system, and green chalkboards in the high school building.

It is permissible to omit the comma before the *and* joining the last two items in a series if the comma is not

needed to make the meaning clear. There are some constructions in which the inclusion or omission of this comma affects the meaning of the sentence.

American folk songs may be classified in the following categories: marching songs, work songs, ballads, hymns, and spirituals. [five categories]

American folk songs may be classified in the following categories: marching songs, work songs, ballads, hymns and spirituals. [four categories]

► **NOTE** Words customarily used in pairs are set off as one item in a series: *bag and baggage*, *pen and ink*, *hat and coat*, *pork and beans*, *bread and butter*, etc.

For lunch they served a fruit cup, macaroni and cheese, salad, ice cream and cake, and coffee.

**(1) If all items in a series are joined by *and* or *or*, do not use commas to separate them.**

EXAMPLE The weather forecaster predicted rain or sleet or snow.

**(2) Independent clauses in a series are usually separated by a semicolon. Short independent clauses, however, may be separated by commas.**

EXAMPLE We walked, we played, we ate, and we gained weight.

**30g. Use a comma to separate two or more adjectives preceding a noun.**

EXAMPLES She is an alert, vivacious girl.

We patiently sat through a long, dull, amateurish performance.

**(1) Do not use a comma before the final adjective in a series if the adjective is thought of as part of the noun.**

INCORRECT It was a cold, raw, dark, November day.

CORRECT It was a cold, raw, dark November day. [*November day* is considered as one word, one item. The adjectives modify *November day*, not *day*.]

CORRECT She is a bright, charming, talented young woman. [*Young woman* is thought of as one word.]

**(2) If one of the words in a series modifies another word in the series, do not separate them by a comma.**

EXAMPLE He wore a bright blue blazer.

## Comma Between Independent Clauses

**30h. Use a comma before *and*, *but*, *or*, *nor*, *for*, *yet* when they join independent clauses, unless the clauses are very short.**

EXAMPLES Saturday's Council meeting was unusually harmonious, for no one raised any objections.

The first two acts were slow moving, but the third act was full of action and suspense.

You go ahead and I'll follow. [independent clauses too short to require punctuation]

When the conjunction joins two verbs, not two main clauses, a comma is not used.

EXAMPLES I gave some good advice to Geraldo and got some from him in return. [The conjunction joins the verbs *gave* and *got*.]

I gave some good advice to Geraldo, and he gave me some in return. [The conjunction joins two independent clauses.]

► **NOTE** You are allowed some freedom in the application of this rule. Many writers use the comma before these conjunctions—as they use the comma before *and* between the last two items in a series—only when necessary to keep the meaning clear.

NOT CLEAR I grabbed the dog and the woodchuck limped away.

CLEAR I grabbed the dog, and the woodchuck limped away.

NOT CLEAR I didn't know whether or not to wait longer for the letter carrier had brought no word from you.

CLEAR I didn't know whether or not to wait longer, for the letter carrier had brought no word from you.

As you can see from the preceding examples, a reader may easily be confused if the comma is omitted. This is especially true of

the comma before the conjunction *for*, which should always be preceded by a comma when it means *because*.

**EXERCISE 2.** The following sentences cover rules 30f–h. Number your paper 1–15. Copy after the proper number the words in each sentence which should be followed by a comma, placing the comma after the word. Since the meaning of some sentences may be determined by the punctuation, you should be prepared to explain the punctuation you use.

1. I revealed your secret to no one but Alice probably did.
2. Mr. Feinstein asked the waiter for coffee beans and ham and eggs.
3. States included in the Japanese beetle area are New York New Jersey Maryland and Delaware.
4. Apply to the librarian for a library card and the world of books will be opened to you.
5. Everyone turned to watch the large pale yellow moon.
6. This policy covers medical expenses iron-lung rental hospitalization and transportation to a center of treatment.
7. The train pulled out and left me in a strange town without my luggage hat and coat or credentials.
8. The school administration is responsible for these disciplinary problems stem from rules made in the office.
9. This poet did not use capital letters and her punctuation was frequently unconventional.
10. The wagon train was approaching lonely wild country.
11. The wind froze us the rain soaked us and the waves tossed us.
12. We are learning more and more about space through our new and stronger telescopes our huge radar installations and our instrument-packed rockets.
13. She found that it was a friendly unsophisticated little town that she had chosen for her home.
14. Soldiers were stationed at frequent intervals along the curb and the sidewalks behind them were jammed with onlookers.
15. She is pretty tall and blonde; her sister is small and dark and beautiful.

## Nonessential Elements

### 30i. Use commas to set off nonessential clauses and nonessential participial phrases.

A nonessential (nonrestrictive) clause is a subordinate clause that is not essential to the meaning of the sentence but merely adds an idea to the sentence.

**NONESSENTIAL** Joan Thomas, who was offered scholarships to three colleges, will go to Mt. Holyoke in September.

The basic meaning of this sentence is *Joan Thomas will go to Mt. Holyoke in September*. The subordinate clause does not affect this basic meaning; it merely adds an idea to the sentence. It is a nonessential clause because it does not limit in any way the word it modifies—*Joan Thomas*. Clauses which modify proper nouns are nearly always non-essential.

The opposite of a nonessential clause is an essential (restrictive) clause.

**ESSENTIAL** Joan Thomas is the only senior who won scholarships to three colleges.

Here the subordinate clause is essential to the sentence, for without it the sentence would mean something else: *Joan Thomas is the only senior*. The subordinate clause limits the meaning of *senior*—*senior who won scholarships to three colleges*.

Study the following examples of essential and non-essential clauses until you understand the terms. Note the punctuation: *essential*—no punctuation; *nonessential*—set off by commas.

**ESSENTIAL** The city which interests me most is Hollywood.

**NONESSENTIAL** Bismarck, which is the capital of North Dakota, is in the south central part of the state.

**ESSENTIAL** The man who spoke to me is my science teacher.

**NONESSENTIAL** Mr. Orban, who is my science teacher, spoke to me.

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**ESSENTIAL** The man who spoke to me is my science teacher.

**NONESSENTIAL** Mr. Orban, who is my science teacher, spoke to me.

Sometimes a clause may be interpreted as either essential or nonessential. In such instances the writer must decide which interpretation to give to the clause and punctuate it accordingly.

The boys took their problem to the librarian who is an authority on reference books. [interpreted as essential]

The boys took their problem to the librarian, who is an authority on reference books. [interpreted as nonessential]

We may assume from the first sentence, which contains an essential clause, that there is more than one librarian. The boys chose the one who is an authority on reference books.

From the second sentence we may assume that there is only one librarian and that the librarian is an authority on reference books.

My aunt who works at the Union Trust Company lives in New Jersey. [one of several aunts]

My aunt, who works at the Union Trust Company, lives in New Jersey. [only one aunt, no others]

**EXERCISE 3.** Some of the sentences in this exercise contain essential clauses; others contain nonessential clauses. Number your paper 1-20. If the italicized clause is essential, write *E* after the proper number; if it is nonessential, write *Commas* to indicate that you would use commas in this sentence.

1. Friends *who do favors for you* may expect you to do favors for them.
2. The Welcoming Committee *who made us feel at home in a strange school* helped us through the first confusing days of the term.
3. Our new Buick *which my parents bought in Detroit* is a four-door model.
4. The Buick *which Mr. Burton drives* is like the one we saw on television.
5. She is wearing the sweater *that she received for Christmas*.
6. Her new sweater *which was a Christmas gift* is two sizes too large.

7. Men *who are timid* do not make good detectives.
8. Men *who are sometimes thought to be the stronger sex* cannot stand pain as well as women.
9. American cities *that are outwardly very much alike* may show distinctive characteristics on more intimate acquaintance.
10. Cities *that have great financial problems* levy a sales tax.
11. The Sault Sainte Marie Canals *which connect Lakes Superior and Huron* would be a prime target in wartime.
12. I do not like people *who litter public parks*.
13. These antiquated tariffs *which were necessary during the depression* are shutting off foreign markets from American manufacturers.
14. Many people *who settled America* came to escape tyranny.
15. The Hudson's Bay Company *which is one of the oldest trading firms in the world* was founded in 1670.
16. Leontyne Price *who is well-known for her role as Cleopatra* is one of the world's leading sopranos.
17. The book *that I have read for this report* is a novel about World War II.
18. On my return I found that the people *that I had expected to see* had moved away.
19. Lucy French *who does her own gardening* says she exhausts herself trying to keep up with the weeds.
20. All the tickets *that had been sold* were recalled.

A participial phrase is a group of related words containing a participle (see page 42). Present participles end in *-ing*; past participles of regular verbs end in *-ed* or *-d*.

Like a nonessential clause, a nonessential participial phrase is set off by commas because it is not necessary to the meaning of the sentence.

NONESSENTIAL My little brother, *playing in the street*, was struck by a car.

ESSENTIAL A child *playing in the street* may be struck by a car.

NONESSENTIAL Our dog, *frightened by the thunder*, hid in a closet.

ESSENTIAL Animals *frightened by thunder* often try to hide.

NONESSENTIAL The crowd broke up suddenly, dispersing rapidly in all directions.

ESSENTIAL I watched the crowd dispersing rapidly in all directions.

**EXERCISE 4.** This exercise covers all comma rules given up to this point in the chapter. After the proper number write all words in the sentence which should be followed by a comma. Write the comma after each word. Be prepared to explain your answers.

1. Anyone who has so many talents should excel on the stage in the classroom and on the athletic field.
2. The sophomores were responsible for the decorations and the juniors were responsible for the band.
3. A person who has received a liberal education is better able to make intelligent personal public and business decisions.
4. The Senator leaving the committee room stopped to talk with some reporters who had clustered eagerly around her.
5. We received favorable reactions from everyone but our parents were especially enthusiastic.
6. Astronomy which is a study of the heavens has always interested me more than geography which is a study of the earth.
7. People living in the north west and south parts of the city tend to look down on those living in the east which is highly industrialized.
8. The Stevens' boat which Mr. Stein and his crew had not quite completed lay at anchor looking sleek graceful and shipshape.
9. A tired-looking man who had boarded the plane at the last minute took the seat beside me and having settled himself promptly fell asleep.
10. A plan which will clear up traffic snarls has been submitted to the Traffic Control Board which will consider it at Monday's meeting.

### Introductory Elements

30j. Use a comma after certain introductory elements.

(1) Use a comma after words such as *well, yes, no, why, etc.*, when they begin a sentence.

EXAMPLES Yes, you were elected.  
Oh, I wouldn't be too sure about that.  
Why, the entire argument is false!

(2) Use a comma after an introductory participial phrase.

EXAMPLE Behaving like a spoiled child, he pouted and sulked.

► **NOTE** Do not confuse a gerund ending in *-ing* and used as the subject of the sentence with an introductory participial phrase.

EXAMPLES Washing and polishing the car is fun. [gerunds used as subjects—not followed by a comma]  
Washing and polishing the car, I developed sore muscles. [introductory participial phrase—followed by a comma]

(3) Use a comma after a succession of introductory prepositional phrases.

EXAMPLE At the edge of the deep woods near Lakeville in Cumberland County, they built a small log cabin.

► **NOTE** A single introductory prepositional phrase need not be followed by a comma unless it is parenthetical (*by the way, on the contrary, etc.*) or the comma is necessary to prevent confusion.

EXAMPLES By the way, I had a letter from Edith Yen.  
With the weak, competition is unpopular.  
In the morning I am never wide awake.

(4) Use a comma after an introductory adverb clause.

EXAMPLE While Mario put the costume on, the accompanist played "Deep Purple."

An adverbial clause at the end of a sentence is not usually set off:

The accompanist played "Deep Purple" while Mario put the costume on.



**EXERCISE 5.** This exercise covers all comma rules to this point in the chapter. Number your paper 1–10. Copy after the proper number the words in each sentence which should be followed by a comma, placing a comma after each word.

1. One look at the assignment is not enough for most students will need to study it carefully.
2. When we had finished playing the piano was rolled offstage to make room for the next act.
3. On the afternoon of the first day of school the halls were still filled with lost confused or frightened freshmen.
4. Well if you need help please don't hesitate to ask me or Mrs. Seil or Mrs. Faust.
5. In the second half of the third period Johnson evaded the defense caught a twenty-yard pass and raced into the end zone.
6. Speaking in assembly yesterday Katy Stover urged students to obey the new rules governing conduct in the cafeteria the school corridors and the parking lot.
7. Having studied the tax proposals of both political parties Governor Ross who was not satisfied rejected both and then presented a new plan.
8. Marchers in the long orderly picket line appeared to have the support of everyone in the crowd but the police carrying out their orders broke up the demonstration.
9. Legitimate theaters are prospering in many American cities but the New York stage is still the goal of young actors dancers and musicians.
10. When Bill was driving our truck lurched unexplainably and we wondered whether he was falling asleep at the wheel.

### Interrupters

**30k. Use commas to set off expressions that interrupt the sentence.**

To set off an expression takes two commas unless the expression comes first or last in the sentence.

**(1) Appositives and appositive phrases are usually set off by commas.**

An appositive is a word—with or without modifiers—that follows a noun or pronoun and identifies or explains it. An appositive phrase consists of an appositive and its modifiers.

**EXAMPLE** A syndicated column by Bernice Silverman, the noted writer, will appear in the *Times-News*, a local paper.

When an appositive is so closely related to the word it modifies that it appears to be part of that word, no comma is necessary. An appositive of this kind is called a restrictive appositive. Usually it is one word.

**EXAMPLES** Her cousin Raquel  
The novel *Windswept*  
Your friend Jean  
Catherine the Great  
The conjunction *and*

**(2) Words used in direct address are set off by commas.**

**EXAMPLES** I don't know, Alice, where your brother is.  
Sam, please come here.  
Your grades are disappointing, my friend.

**(3) Parenthetical expressions are set off by commas.**

The following expressions are commonly used parenthetically: *I believe (think, know, hope, etc.), I am sure, on the contrary, on the other hand, after all, by the way, incidentally, in fact, indeed, naturally, of course, in my opinion, for example, however, nevertheless, to tell the truth.*

**EXAMPLES** My parents will, I am sure, let me have the car tonight.  
The weight of the car, of course, determines the price of the license.  
On the contrary, colonialism is dead.  
Jenkins was doing things the hard way, naturally.

Knowledge of the above rule and of the expressions commonly used parenthetically is helpful in punctuating, but you should understand that the author's intention is

the determining factor governing the punctuation. If you wish the reader to pause, to regard an expression as parenthetical, set it off; if not, leave it unpunctuated. Sometimes, however, the placement of the expression in the sentence determines the punctuation. Study the following examples, noting the cases in which the comma is a matter of choice and the cases in which the placement of the expression governs the punctuation. All the examples given illustrate standard usage.

This is **indeed** a great piece of news.

This is, **indeed**, a great piece of news.

**Indeed**, this is a great piece of news. [comma required by placement]

We **therefore** agreed to sign the petition.

We, **therefore**, agreed to sign the petition.

We agreed, **therefore**, to sign the petition. [comma required by placement]

I **hope** this raise in salary will relieve your financial distress. [no comma because of placement]

This raise in salary will, I **hope**, relieve your financial distress. [comma required by placement]

**EXERCISE 6.** The following exercise covers all comma rules to this point in the chapter. Number your paper 1-20. Copy after the proper number the words in each sentence that should be followed by a comma, placing a comma after each word. Write *C* if the item is correct.

1. The final act a general free-for-all had the first-night audience a dignified crowd holding their sides.
2. Indeed if I knew the answer my friend I would not be asking you for it.
3. The authors of this book a volume of bitter criticism have in my opinion been most unfair.
4. This painting Betty is by Emilio Sanchez an artist born in Cuba.
5. Russian artists on the other hand must promote Communist doctrines for everyone in Russia works for the state.

6. Our aerial attack I knew would have to be a success or failure would be certain.
7. The nineteenth-century book *El Jibaro* which was written by Manuel A. Alonso is by the way considered the first Puerto Rican classic.
8. Imprisoned without warning or explanation the two reporters were held if I remember correctly for two months in spite of efforts by England France and the United States to effect their release.
9. If you are prompt in getting your order in our office will guarantee delivery before Christmas which is only ten days off.
10. You should understand my good friend that much as I should like to do so I cannot give money to every organization that thinks it needs help.
11. Passengers riding in the front of the wrecked bus were the ones who were most severely injured.
12. This school composed largely of students from farm homes must offer courses in agriculture the occupation that most of the students will enter.
13. Looking for a sports car at a bargain price Henry who is car-crazy spent the day hanging around the North Country Motor Company which buys sells and services all makes of foreign cars.
14. Lauren and Jim left alone in the house immediately raided the refrigerator which was full of tasty items for the party that Kay's mother was giving the next day.
15. Napoleon's brothers Joseph and Lucian tried to prevent him from selling Louisiana but Richard Livingston and James Monroe the American representatives succeeded in making the purchase.
16. Well having tried all morning to reach me the girls' delivered the message and I gave them a written reply which I hoped would be satisfactory.
17. In spite of their parents' warning Amy and Joan who should have known better stayed up reading the night before the test and didn't get to sleep they admitted until two o'clock.
18. Taking an afternoon stroll in the park my little sister Sally befriended a retriever a spaniel and a mutt that followed her home.

19. Before you start taking anything apart Maria I hope you will be sure that you can if necessary put it together again.
20. When Jimmie had finished the cake and pie were all gone and left untouched were the steak potatoes and salad.

### Conventional Uses

#### 30l. Use a comma in certain conventional situations.

##### (1) Use a comma to separate items in dates and addresses.

EXAMPLES Our sentimental idea was to hold a class reunion on June 18, 1979, at the old high school.

Address me at 222 Twin Oaks Road, Akron, Ohio, after the first of March.

Their baby was born on Monday, May 1, 1949, in Baltimore, Maryland.

► **NOTE** When only the month and day are given, no punctuation is necessary.

It was on May 10 that we began work.

When the items are joined by a preposition, do not use commas.

She lived at 331 Main Street in Passaic, New Jersey.

##### (2) Use a comma after the salutation of a friendly letter and after the closing of any letter.

EXAMPLES Dear Rhonda, Sincerely yours,

##### (3) Use a comma after a name followed by Jr., Sr., Ph.D., etc.

EXAMPLES Frank Lehman, Jr. Hazel Sellers, Ph.D.

### Unnecessary Commas

#### 30m. Do not use unnecessary commas.

Commas are not to be sprinkled about in a composition as though, like salt, to add flavor. The tendency of modern writers is to use commas sparingly. You should be able to show either that the commas you use help the reader to

read what you have written or that they are required by custom—as in a date or address, for example. Using commas just for the fun of it is as bad as not using them when they are necessary. Your teacher will surely question your competence if you use them in places where they cannot be justified.

**REVIEW EXERCISE.** This exercise covers end marks and all comma uses. Copy the sentences, inserting punctuation and capitalization where necessary.

1. Trapped on a sand bar by the incoming tide the amateur clam diggers Pete and Don who could not swim had to be rescued.
2. In the first semester the following courses in homemaking will be offered: cooking sewing interior decoration baby care and feeding.
3. Our house at 2125 Northern Boulevard Flushing New York was sold and we moved to 433 West Thirty-fourth Street New York City.
4. John Carr Jr the only Eagle Scout in the troop organized the parade selected the flag-bearers hired the band and generally substituted for the troop leader.
5. In 1935 putting the *Herald Tribune* on microfilm was begun and we now have on microfilm copies of every issue of the *Tribune* from April 19 1841 up to its last issue.
6. When Josie who was driving tried to show off her friend Lucille fearing an accident threatened never to ride with her again.
7. In a gesture of good will Laura who owns a car missed the dance on Friday and drove to see Jan her girlfriend who had been hospitalized with pneumonia.
8. When the general called Stackpole a major in the RAF and an official of the British government were standing at the table watching an experiment.
9. Some of the workers were eating some were clearing away debris and the sheriff was conferring with the troopers who had just arrived to assist in the cleanup.
10. Our company which has a representative in your area will gladly submit designs for a ranch-type split-level or colonial house.

11. Maria had moved to Tampa Florida on November 19 1965 and in 1966 she moved again to Columbus Ohio.
12. Our research papers on which we had worked for weeks were destroyed in the fire at school, how disappointed we were to find that Ms. Walker had not yet read them.
13. When the school on the one hand had refused us the use of a bus and our parents on the other hand had refused us their cars what other solution was open to us.
14. In an address delivered on Friday March 5 in Miami Florida she said that the way to peace is through international economic cooperation political understanding and disarmament.
15. Although the crossbar had trembled as she passed over the judges declared she had not touched it and declared her the winner.

#### SUMMARY OF USES OF THE COMMA

- 30f. Use commas to separate items in a series.
- 30g. Use a comma to separate two or more adjectives preceding a noun.
- 30h. Use a comma before *and*, *but*, *or*, *nor*, *for*, *yet* when they join independent clauses, unless very short.
- 30i. Use commas to set off nonessential clauses and nonessential participial phrases.
- 30j. Use a comma after certain introductory elements.
  - (1) After words such as *well*, *yes*, *no*, *why*, etc., when they begin a sentence
  - (2) After an introductory participial phrase
  - (3) After a succession of introductory prepositional phrases
  - (4) After an introductory adverb clause
- 30k. Use commas to set off expressions that interrupt the sentence.
  - (1) Appositives
  - (2) Words in direct address
  - (3) Parenthetical expressions
- 30l. Use a comma in certain conventional situations.
  - (1) To separate items in dates and addresses
  - (2) After the salutation of a friendly letter
  - (3) After a name followed by *Jr.*, *Sr.*, *Ph.D.*, etc.
- 30m. Do not use unnecessary commas.

## Chapter 31

# Punctuation

## Other Marks of Punctuation

Although the marks of punctuation treated in this chapter are used less frequently than the period and comma, they are often important. Just as you have learned to follow certain conventions in grammar and usage and spelling, you should observe the conventional uses of the punctuation marks described in this chapter.

### THE SEMICOLON

**31a. Use a semicolon between independent clauses not joined by *and*, *but*, *or*, *nor*, *for*, *yet*.**

EXAMPLES Representatives of 130 nations attended the spring meeting of the General Assembly; they remained in session from April 5 to May 18.

Take with you only indispensable things; leave behind all heavy and bulky items.

A writer must have some basis for deciding whether to use two independent clauses with a semicolon between them, or two sentences with a period (and capital letter). In most writing the division into sentences is preferable. A semicolon is used only when the ideas in the two clauses are so closely related that a period would make too distinct a break between them.

**31b. Use a semicolon between independent clauses joined by such words as *for example*, *for instance*,**

*that is, besides, accordingly, moreover, nevertheless, furthermore, otherwise, therefore, however, consequently, instead, hence.*

EXAMPLES Holiday traffic has always been a menace to safety; for instance, on one Fourth of July weekend, four hundred persons were killed in traffic accidents.

Tension rose rapidly during yesterday's meeting; nevertheless, most of the Council members remained calm.

Matters involving Germany and Italy were discussed; therefore representatives from these countries were invited to attend the preliminary planning sessions.

When the connectives mentioned in this rule are placed at the beginning of a clause, the use of a comma after them is frequently a matter of taste. When they are clearly parenthetical (interrupters) they are followed by a comma. The words *for example, for instance, and that is* are always followed by a comma. The word *however* is almost always followed by a comma.

EXAMPLES The foreign situation was deteriorating rapidly; that is, governments could find no basis for agreement.

The foreign situation was deteriorating rapidly; however, all governments remained optimistic. [. . . all governments, *however*, remained optimistic.]

Most of the words listed in this rule, however, are rarely used at the beginning of a clause. They are usually placed later in the clause.

EXAMPLE Matters involving Germany and Italy were discussed; representatives from these countries were therefore invited to attend.

**31c. A semicolon (rather than a comma) may be needed to separate independent clauses if there are commas within the clauses.**

EXAMPLE The Canby, the new theater on Bank Street, an-

nounced programs of Westerns, gangster pictures, and re-releases of horror and blood-and-thunder movies; and the crowds, surprisingly enough, were enormous.

► **NOTE** As suggested in Rule 31c by the words "may be needed," you are allowed considerable leeway in applying this rule. When there are only one or two commas in the independent clauses, the semicolon is not needed. It is required when there are so many commas, as in the example above, that the sentence would be confusing without the semicolon because the reader could not immediately see where the first clause ended.

**31d. Use a semicolon between items in a series if the items contain commas.**

EXAMPLE The following are members of the new committee: Jan Bates, president of the Student Council; Allan Drew, president of the Senior Class; Helen Berger, vice-president of the Honor Society; and James Green, who, as a member of the Student Council, proposed that the committee be formed.

## THE COLON

**31e. Use a colon to mean "note what follows."**

(1) **Use a colon before a list of items, especially after expressions like *as follows* and *the following*.**

EXAMPLES The car trunk was large enough for everything: rackets, golf clubs, fishing supplies, suitcases, a picnic basket, and heavy clothing.

You will probably have to answer the following questions: How long have you been unemployed? Why did you leave your last position? What experience have you had? [list introduced by "the following"]

► **NOTE** When a list comes immediately after a verb or a preposition, do not use a colon.

EXAMPLES Foreign aid organizations sent food, clothing, medical supplies, toys, and books. [list follows the verb *sent*]

He has always had an interest in snakes, lizards, mice, and other small animals. [list follows the preposition *in*]

(2) Use a colon before a long, formal statement or quotation.

EXAMPLE Dr. Stoddard made the following observation: The time is coming when a general college education will be as common as a high school education is today . . . [Note that a formal statement like this need not be enclosed in quotation marks.]

(3) Use a colon between independent clauses when the second clause explains or restates the idea in the first.

EXAMPLE These seat covers are the most durable kind: they are reinforced with double stitching and covered with a heavy plastic coating.

31f. Use a colon in certain conventional situations.

(1) Use a colon between the hour and the minute when you write the time.

EXAMPLE 4:30 P.M.

(2) Use a colon between chapter and verse in referring to passages from the Bible.

EXAMPLE John 3:16

(3) Use a colon between volume and number or between volume and page number of a periodical.

EXAMPLES *Harper's* 198:12 [volume and number]  
*Harper's* 198:68-74 [volume and page numbers]

(4) Use a colon after the salutation of a business letter.

EXAMPLES Dear Ms. Green:      Gentlemen:

## UNDERLINING (ITALICS)

31g. Use underlining (italics) for titles of books, periodicals, works of art, ships, etc.

EXAMPLES The Ox-Bow Incident  
 the Blue Boy, Humoresque, The Thinker  
 the Louisville Courier-Journal, or the Louisville Courier-Journal  
 the Reader's Digest  
 the Mayflower, the Chief, the City of Houston

The use of quotation marks for titles is now generally limited to short compositions such as short stories and short poems and to parts of publications; the titles of the publications themselves are underlined. (Compare page 546.)

EXAMPLE Read Chapter 19, "The Great Experiment," from America's History by Todd and Curti.

► NOTE When set in type, underlined words are italicized.

*The Ox-Bow Incident*      *the Reader's Digest*

The words *a*, *an*, *the*, written before a title, are underlined only when they are part of the title of a book, article, etc. Before the names of magazines and newspapers, they are not underlined within a composition.

EXAMPLE I took a few ideas from my history text, The World's History, and some others from the latest issue of the Atlantic.

31h. Use underlining (italics) for words, letters, and figures referred to as such and for foreign words.

EXAMPLES The commonest English word is the; the most frequently used letters are e and t; frequently confused numbers are 7 and 9.

I had to look up the meaning of such Latin terms as carpe diem and caveat emptor.

**EXERCISE 1.** This exercise covers semicolons, colons, and italics. Number your paper 1–10. After the proper number copy from the sentence words and numbers that should be followed by a semicolon or a colon and write the punctuation after each. Copy and underline all words that should be italicized.

1. Today, fewer than 10 percent of Americans work on farms one hundred years ago, a majority of Americans worked on farms.
2. The following band members can play two instruments Tony Winch, trombone and trumpet Sallie Davis, saxophone and clarinet and Sara Patterson, drums and string bass.
3. The Daily Blade often devotes its front page to sensational stories murders, robberies, catastrophes, demonstrations, and juicy scandals.
4. The Ten Commandments are in the Old Testament, Exodus 20 1–17 however, the Beatitudes are in the New Testament, Matthew 5 3–11.
5. Our sailing party, which consisted of three women and four men, went aboard the Sealark at 8 30 but we had to wait until 9 30 before our skipper, the wind, and the tides would permit us to sail.
6. Ms. Graham frequently gives assignments in current magazines for example, a typical assignment would run as follows the Atlantic, 210 41–6 Senior Scholastic, 78 4 Commonweal, 74 17.
7. According to an editorial in the Times-News, the election indicates a change in the public's attitude toward tariffs the candidate who favored protective tariffs was defeated.
8. Mrs. Johnson had me revise my composition three times first, to correct the spelling second, to revise some sentences third, to remove all so's and and so's.
9. The smaller colleges are in a difficult position their income has been cut, but their expenses have increased.
10. At the bookstore I bought the following gifts a book of essays by Joan Didion for my father, a framed Mary Cassatt print, entitled Mother and Child, for my mother, and for my sister, a new album called Folksong Favorites.

## QUOTATION MARKS

### 311. Use quotation marks to enclose a direct quotation—a person's exact words.

**DIRECT QUOTATION** Mother said, "I have heard Martina Arroyo sing at the opera."

Do not use quotation marks to enclose an indirect quotation—one that does not give a person's exact words.

**INDIRECT QUOTATION** Mother said she has heard Martina Arroyo sing at the opera.

*Enclose* means to place quotation marks at both the beginning and the end of a quotation. Omission of quotation marks at the end of a quotation is a common error.

#### (1) A direct quotation begins with a capital letter.

**EXAMPLE** I heard her say, "Complete the lesson at home."

**Exception:** If the quotation is only a fragment of a sentence, do not begin it with a capital letter:

**EXAMPLE** One critic called the book "an appalling waste of paper."

#### (2) When a quoted sentence is divided into two parts by an interrupting expression such as *he said* or *Mother asked*, the second part begins with a small letter.

**EXAMPLES** "Go home," he pleaded, "before you cause more trouble."

"Have you," she asked, "been working this summer?"

If the second part of a broken quotation is a new sentence, it begins with a capital letter.

**EXAMPLE** "Drive carefully," he warned. "Speed is the cause of most accidents."

#### (3) A direct quotation is set off from the rest of the sentence by commas or by a question mark or exclamation point.

EXAMPLES She said, "We can reach them by telephone."  
"What did you say about me?" she asked.

► **NOTE** If the quotation is only a phrase, do not set it off by commas.

EXAMPLE Apparently he does not believe in government "of the people, by the people, and for the people."

**(4) Other marks of punctuation when used with quotation marks are placed according to the following rules:**

**1. Commas and periods are always placed inside the closing quotation marks.**

EXAMPLE "I know," he said, "that we can finish the job today."

**2. Semicolons and colons are always placed outside the closing quotation marks.**

EXAMPLES "Ellen," my grandmother said, "you should stop being a burden on your family"; then she suggested that I finish school and get a job.

The following are what Jane Sims describes as "highbrow reading": Homer, Shakespeare, Lever-  
tov, and Dickinson.

**3. Question marks and exclamation points are placed inside the closing quotation marks if the quotation is a question or an exclamation; otherwise they are placed outside.**

EXAMPLES "Are the players ready?" asked the referee.  
"How trying you are sometimes!" she exclaimed.  
Were you surprised when he said, "Hop in"?  
How disappointing it was to hear him say, "Your train has left"!

No more than one comma or one end mark is used at the end of a quotation.

INCORRECT "Who," asked Mrs. Regan, "said, 'Life is a flight of uncarpeted stairs.'" [two end marks, period and question mark]

CORRECT "Who," asked Mrs. Regan, "said, 'Life is a flight of uncarpeted stairs.'" [question mark only]

INCORRECT Helen inquired, "Did you hear him ask, 'Who are you?'"

CORRECT Helen inquired, "Did you hear him ask, 'Who are you?'"

**(5) When you write dialogue, begin a new paragraph every time the speaker changes.**

EXAMPLE "Hi, kids. Have you heard about Sandra and Bob?" Betty and I knew it was Sally Howe with some more gossip, and we also knew Sandra was on the other side of the row of lockers.

"Hi, Sally. How'd you like that French exam?" Betty was trying to change the subject fast.

"Oh, who cares about French?" she said. "Have you heard about Sandra and Bob?"

"Sally," I said in a feeble attempt to sidetrack her, "where did you get that sweater? I've never seen one like it."

"Say, what goes on here?" Sally persisted. "I'm trying to tell you a story I heard about Sandra and that Bob Sharp and—oh, hello, Sandra. I didn't know you were here!"

"Serves you right, you gossip!" Sandra approached menacingly. "Now what's that story?"

**(6) When a quoted passage consists of more than one paragraph, place quotation marks at the beginning of each paragraph and at the end of the entire passage, not at the end of each paragraph.**

► **NOTE** Usually such a long quotation will be set off from the rest of the paper by indention and single spacing. In such a case, no quotation marks will be necessary.

**(7) Use single quotation marks to enclose a quotation within a quotation.**

EXAMPLE I remember her exact words, "For tomorrow read Frost's poem 'Mending Wall.'"



**31j. Use quotation marks to enclose titles of chapters, articles, short stories, poems, songs, and other parts of books and periodicals.**

EXAMPLES Read Chapter 37, "Victorian Poetry."

I enjoy Pauline Kael's column, "The Current Cinema," in the *New Yorker*.

► **NOTE** Book titles and names of magazines are indicated by underlining (*italics*) (see page 541).

**31k. Use quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English.**

Use this device sparingly.

EXAMPLES I heard him characterized as a "loony" and a "screwball."

These units of speech are referred to by linguists as "phonemes."

Because his first name was Fiorello, Mayor LaGuardia was known as the "little flower."

**EXERCISE 2.** Copy the following sentences, inserting quotation marks and other required punctuation.

1. Do you think Mrs. Shapiro asked that you can be ready at four
2. Let's go Jean was all I heard you say.
3. What she asked have you done with the children
4. This is a mighty long job groaned Alice we should have started earlier.
5. She asked how old I was, and I replied I'm old enough to know better.
6. Mrs. Seegar said does everyone know the beginning of Alexander Pope's line which ends with the words where angels fear to tread.
7. I think that Shakespeare's phrase the primrose path appears in both Macbeth and Hamlet Sandra replied.
8. Why Linda Morgan she exclaimed how dare you

9. Well they asked what about us are we what you mean by the lunatic fringe of the class?
10. We'll be glad to help you Mrs. Riley I said the job won't take long if we all work at it.

## THE APOSTROPHE

**31l. To form the possessive case of a singular noun, add an apostrophe and an s.**

EXAMPLES Glenda's opinion  
Kay's coat  
Gus's hat

In words of more than one syllable which end in an *s*-sound, it is permissible to form the singular possessive by adding the apostrophe without the *s*. This is done to avoid too many *s*-sounds.

EXAMPLES the Furness' car  
the princess' wedding  
Odysseus' travels

► **NOTE** Since writers vary in the use of the apostrophe, it is not possible to make a hard and fast rule about the apostrophe in singular words ending in *s*. Thus *Hughes' poetry* and *Hughes's poetry* are equally acceptable. Punctuate according to pronunciation. If you say "Hugheses" or "McCullerses," write "Hughes's" and "McCullers's." If you say "Hughes" poems or "McCullers" novels, write "Hughes'" and "McCullers'."

**(1) To form the possessive case of a plural noun ending in s, add only the apostrophe.**

EXAMPLES girls' gymnasium  
the Joneses' tennis court

► **NOTE** The few plural nouns that do not end in *s* form the possessive by adding the apostrophe and an *s* just as singular nouns do.

EXAMPLES women's fashions  
children's games

(2) Personal pronouns in the possessive case (*his, hers, its, ours, yours, theirs, whose*) do not require an apostrophe.

INCORRECT I thought the scarf was her's.

CORRECT I thought the scarf was hers.

INCORRECT You have seen baseball at it's best.

CORRECT You have seen baseball at its best.

INCORRECT Do you know who's book this is?

CORRECT Do you know whose book this is?

(3) Indefinite pronouns (*one, everyone, everybody, etc.*) in the possessive case require an apostrophe and an *s*.<sup>1</sup>

EXAMPLES Everyone's prediction was wrong.

She objected to everybody's getting a prize.

**EXERCISE 3.** Number your paper 1–10. After the proper number, write both the singular and plural possessive of the italicized word.

EXAMPLE 1. *citizen* privilege

1. *citizen's, citizens'*

- |                             |                         |                             |
|-----------------------------|-------------------------|-----------------------------|
| 1. <i>city</i> water supply | 4. <i>deer</i> horns    | 8. <i>fox</i> tricks        |
| 2. <i>girl</i> dresses      | 5. <i>laborer</i> wages | 9. <i>student</i> books     |
| 3. <i>friend</i> opinions   | 6. <i>man</i> neckties  | 10. <i>church</i> doctrines |
|                             | 7. <i>dog</i> collars   |                             |

**EXERCISE 4.** Number your paper 1–20. If the possessive case in each item in the list has been correctly formed, write a + after the proper number. If it has been incorrectly formed, write the correct form.

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1. everyone's friend        | 7. Is it a girl's or a boy's school? |
| 2. bus' brakes              | 8. made it's way to port             |
| 3. childrens' toys          | 9. tree's trunk                      |
| 4. this school's reputation | 10. Victory is our's.                |
| 5. spectacles' rims         | 11. a street of worker's homes       |
| 6. Is this your's?          |                                      |

<sup>1</sup> Note the correct form of such words used with *else*: everyone *else's*; somebody *else's*. Note that there is no apostrophe in *oneself*.

- |                            |                       |
|----------------------------|-----------------------|
| 12. in the Brown's yard    | 17. marines bravery   |
| 13. that nation's business | 18. did its best      |
| 14. women's objections     | 19. babies' bottles   |
| 15. broke it's back        | 20. the actors' roles |
| 16. travelers' passports   |                       |

(4) In hyphenated words, names of organizations and business firms, and words showing joint possession, only the last word is possessive in form.

EXAMPLES Mother-in-law's visit  
commander-in-chief's order

ORGANIZATIONS the Food and Agriculture Organization's work  
Dun and Bradstreet's publications  
Proctor and Gamble's products

JOINT POSSESSION Dorothy and Ann's room  
Jack and Tom's responsibility

EXCEPTION: When the second word is a possessive pronoun, the first word is also possessive.

INCORRECT Dorothy and my room

CORRECT Dorothy's and my room

INCORRECT her friend and her reasons

CORRECT her friend's and her reasons

(5) When two or more persons possess something individually, each of their names is possessive in form.

EXAMPLE Jack's and Tom's sweaters

(6) The words *minute, hour, day, week, month, year, etc.*, when used as possessive adjectives, require an apostrophe. Words indicating amount in cents or dollars, when used as possessive adjectives, require apostrophes.

EXAMPLES a minute's work, five minutes' work  
a day's rest, three days' rest<sup>1</sup>  
one cent's worth, five cents' worth

<sup>1</sup> Also correct: a three-day rest, etc.

**EXERCISE 5.** In the following list the possessive relationship is expressed by means of a phrase. Change each so that the possessive case of the noun or pronoun will be used to express the same relationship. Write your answers.

EXAMPLE 1. a vacation of two weeks

1. *a two weeks' vacation*

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1. gloves of Gail and Pat         | 11. fears of the witnesses            |
| 2. locker room of the boys        | 12. a delay of a week                 |
| 3. home of my sister-in-law       | 13. worth of ten cents                |
| 4. personality of a person        | 14. events of the day                 |
| 5. boat of Carlos and Bob         | 15. wraps of the ladies               |
| 6. opinion of the editor in chief | 16. authority of the sergeant-at-arms |
| 7. worth of three dollars         | 17. car of Tina and Jill              |
| 8. store of Barton and McLean     | 18. a wait of ten minutes             |
| 9. research of Charles Drew       | 19. rays of the moon                  |
| 10. top of it                     | 20. products of Johnson and Johnson   |

**31m. Use an apostrophe to show where letters have been omitted in a contraction.**

A contraction is a word made up of two words combined into one by omitting one or more letters.

EXAMPLES For *do not* the contraction is **don't**. [the letter *o* omitted]

For *it is* the contraction is **it's**. [the letter *i* omitted]

For *they are* the contraction is **they're**. [the letter *a* omitted]

► **NOTE** The most common error in the use of the apostrophe in a contraction (except the failure to use it at all) comes from the confusion of *it's*, which means *it is*, with the possessive form *its* (*its* appearance), which has no apostrophe. Another common error, probably the result of carelessness, is the insertion of the apostrophe in the wrong place: *ca'nt* for *can't*, *does'nt* for *doesn't*, etc. Also note especially that *let's* in such an expression as "Let's go!" is a contraction of *let us* and requires an apostrophe for the omitted *u*.

**31n. Use the apostrophe and *s* to form the plural of letters, numbers, and signs, and of words referred to as words.**

EXAMPLES Mississippi is spelled with four *s's*, four *i's*, and two *p's*.

Instead of a 3 and an 8 he had written two 3's.

How many +'s in this exercise?

Count the number of *and's* in that paragraph.

**EXERCISE 6.** Number your paper 1-25. Copy the following, inserting apostrophes where they are needed and changing the phrasal possessives to the possessive case. Some of the items are correct.

- |                                  |                                                |
|----------------------------------|------------------------------------------------|
| 1. girls locker room             | 16. Her parents opinions are the same as hers. |
| 2. guns of a man-of-war          | 17. Arent there two rs in <i>embarrass</i> ?   |
| 3. Its quite true, isn't it?     | 18. womens handbags                            |
| 4. wind in its rigging           | 19. boys magazine                              |
| 5. Lets find out whats up.       | 20. Her numbers two 3s and two 0s.             |
| 6. Ive found cryings no use.     | 21. publications of Bennett and Osborne        |
| 7. firm of Stengel and Ford      | 22. One works by oneself.                      |
| 8. mens shoes                    | 23. office of the boss                         |
| 9. Whats its meaning?            | 24. notebooks of Rosa and Maria                |
| 10. a days fun                   | 25. Lets see whos here.                        |
| 11. football of Fred and Herb    |                                                |
| 12. Whos in Jeans car?           |                                                |
| 13. this chains links            |                                                |
| 14. Im sure its early.           |                                                |
| 15. Theyll play if he lets them. |                                                |

## THE HYPHEN

**31o. Use a hyphen to divide a word at the end of a line.**

Division of words at the end of a line in order to maintain an even margin should be avoided, but it is sometimes necessary. For rules that will help you in deciding where to place the hyphen see "Manuscript Form," pages 497-98.

**31p. Use a hyphen with compound numbers from *twenty-one* to *ninety-nine* and with fractions used as adjectives.**

EXAMPLES thirty-three students  
a two-thirds majority, *but*  
two thirds of the students

**31q. Use a hyphen with the prefixes *ex-*, *self-*, *all-*, with the suffix *-elect*, and with all prefixes before a proper noun or proper adjective.**

EXAMPLES ex-president          un-American  
self-imposed          anti-Russian  
all-star          pro-British  
governor-elect          Pan-American

**31r. Hyphenate a compound adjective when it precedes the word it modifies.**

a second-story room	a room on the second story
an after-school meeting	a meeting after school
dark-colored glasses	glasses of a dark color
door-to-door selling	selling from door to door
well-planned program	The program was well planned.

► **NOTE** Do not use a hyphen if one of the modifiers is an adverb ending in *-ly*.

EXAMPLES beautifully made table  
quietly prepared meal

**31s. Use a hyphen to prevent confusion or awkwardness.**

EXAMPLES re-collect [prevents confusion with *recollect*]  
re-form [prevents confusion with *reform*]  
re-enlist [avoids the awkwardness of *reenlist*]  
semi-invalid [avoids the awkwardness of *semiinvalid*]

## THE DASH

**31t. Use a dash to indicate an abrupt break in thought.**

EXAMPLES He might—and according to plans, should—have reinforced the Second Division.  
The title—if, indeed, the poem had a title—has escaped me.

**31u. Use a dash to mean *namely*, *in other words*, *that is*, etc. before an explanation.**

EXAMPLE The referees had it in their power to prevent the fracas—they could have stopped the game at any time. [dash means *that is*]

In this use the colon and the dash are frequently interchangeable.

EXAMPLE The referees had it in their power to prevent the fracas: they could have stopped the game at any time.

## PARENTHESES

**31v. Use parentheses to enclose incidental explanatory matter which is added to a sentence but is not considered of major importance.**

EXAMPLES Representative Chisholm (New York) is a member of the committee.  
The results of the recent election affected the stock market (see Diagram A) only temporarily.

► **NOTE** For setting off incidental matter, commas, dashes, and parentheses are frequently interchangeable. Commas and dashes are more common than parentheses.

(1) Be sure that any material within parentheses can be omitted without changing the basic meaning or structure of the sentence.

## IMPROPER USE OF PARENTHESES

Lena had been working (in a bookstore) for many years.  
[The idea in parentheses is too important to the meaning  
of the sentence to be placed in parentheses.]

(2) Punctuation marks are used within parentheses when they belong with the parenthetical matter. Punctuation marks which belong with the main part of the sentence are placed after a closing parenthesis.

EXAMPLES Mr. Baker asked him (What a tactless question!) whether he had been fired.

If the petition is signed by Alyson (Does she spell her name that way?), others will probably sign it.

## BRACKETS

In ordinary composition you will have practically no use for brackets. Commas, dashes, and parentheses are preferable as means of setting off parenthetical matter.

**31w. Use brackets to enclose explanations within parentheses or in quoted material when the explanation is not part of the quotation.**

EXAMPLES The following is a quotation from Mrs. Gray's address of acceptance: "I am honored by it [the appointment], but I am also aware of the responsibilities which accompany it."

The court of appeals upheld the lower court's decision by a vote of 3-2. (See the explanation on page 217 [Chart B] of the system of *lower* and *higher* courts.)

**REVIEW EXERCISE.** Most of the necessary punctuation and capital letters have been omitted from the following passages. When a passage is assigned, copy it, making it as mechanically perfect as you can. The only changes you need to make in paragraphing are those required by dia-

logue. Some of the punctuation is incorrect, but in most instances you need only *add* punctuation and capitals. When you are in doubt as to a particular punctuation or capitalization problem, don't guess. Look up the rule.

1

In any discussion of the thrilling, unbelievable deeds of America's sports immortals, the feats of Ty Cobb, the Georgia Peach, are sure to play a prominent part. In his twenty-three years in the major leagues, Cobb scored more runs, made more hits, and stole more bases than any other player in history. His lifetime batting average, the highest ever made, was .367. He finished three seasons with an average better than .400, won the American league batting championship twelve times, a feat never equaled, and stole ninety-six bases in one season (1915), more than entire teams now steal. To increase his speed, Cobb used to wear heavy shoes in training so that his playing shoes would feel light. He was the first player to swing three bats while warming up. Pitchers, who usually walk dangerous hitters, didn't dare walk Cobb—he was too dangerous on the bases. He played twenty-one years with the Detroit Tigers, taking time out in 1918 to join the chemical warfare division of the Army. He was the first of baseball's heroes to be represented when, in 1939, the baseball hall of fame was opened in Cooperstown, New York.

2

At 9:30 A.M. on Lincoln's birthday, which isn't a holiday here, a fire broke out in the chemistry laboratory of Emerson High School, the big, new, fireproof, brick building on the north side of Oxford Boulevard. The third period Chemistry II class, which is composed of seniors, happened to be in the laboratory displaying a seniors' presence of mind. The students seized their chemistry notes, their english texts, and their french notebooks, and shouting with glee hurled them into the flames. It was Jerry Montague, I believe, who, at this exciting moment, appeared in the doorway carrying one of the school's fire extinguishers. Wow, what a splendid conflagration! he exclaimed, what's cooking as he prepared to warm himself at the literary bonfire, someone, I am sure, (it was an accident) knocked a bottle of sodium into a sink which was full of water. During the ensuing weeks, the principals' squad of de-

tectives did its duty but didn't succeed in finding the pyromaniac who had caused all the excitement.

## 3

I was sitting in the front row of the bleachers Wednesday afternoon waiting for the start of the fifth inning of our game with plainfield high. These are Ann Wrights books Sue, she asked me to keep them while she went back to the high school for a minute but Ive got to go home. Will you watch them until she gets back This unexpected outburst from Jan Cunningham was accompanied by the arrival in my lap of a pile of literature science math and French textbooks a notebook and a pencil case I wondered why some girls carry so many books home. I dropped Anns library under the seat and turned back to the game. Someones voice bellowed in my ear knock the cover off it Meg, Meg you know is our best hitter. I forgot everything but the game at 8 30 that night Jan telephoned she wanted to know what Id done with Anns books. Anns books I asked vaguely oh yes I guess I left them there. where did you leave them Jan sounded desperate. Under the bleachers, Ann didnt come for them I said. Yes she did Jan explained, she looked for me and when she couldnt find me she thought Id taken the books home now she hasnt her books and its pouring outside.

I was sorry when I saw the books the next morning they had been swollen by the rain to twice their normal size, Jan said Ann and she were angry but it wasnt my fault was it.

## Aids to Good English

PART SIX